

Honoring the Mosaic of Talents and Stewarding the Standards of High Quality Community-Engaged Scholarship

By: [Emily M. Janke](#), [Kristin Medlin](#), and Barbara Holland.

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Abstract:

Two years ago we published our first volume with the intent to provide a record of our collective dialogues about community engagement so that we knew where we had been, and where we needed yet to go along this journey. And, we wanted a way to introduce newcomers to our community and to the ongoing dialogue about what community engagement is and what it means to the UNCG community. In the first volume, we set forth three guideposts (core terms and definitions, overview of 2009-2011 speaker series, ten recommendations) to allow for ongoing reflection and action.

Keywords: community engagement | UNCG | scholarship

Article:

***Note: Full text of article below

EXCELLENCE IN COMMUNITY ENGAGEMENT & COMMUNITY-ENGAGED SCHOLARSHIP:
**HONORING THE MOSAIC OF TALENTS
AND STEWARDING THE STANDARDS OF
HIGH QUALITY COMMUNITY-ENGAGED
SCHOLARSHIP**

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THE UNIVERSITY of NORTH CAROLINA
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Institute for Community and
Economic Engagement

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DIRECTOR'S WELCOME



Two years ago we published our first volume with the intent to provide a record of our collective dialogues about community engagement so that we knew where we had been, and where we needed yet to go along this journey. And, we wanted a way to introduce newcomers to our community and to the ongoing dialogue about what

community engagement is and what it means to the UNCG community. In the first volume, we set forth three guideposts (core terms and definitions, overview of 2009-2011 speaker series, ten recommendations) to allow for ongoing reflection and action.

In this second volume, we continue to address specific challenges related to community engagement and community-engaged scholarship, with a special focus on recruiting, retaining, and rewarding the mosaic of faculty talents that contribute to the collective success of our many different communities within and beyond UNCG.

Simply put, how do we assess community-engaged scholarship in ways that honor the growing spectrum of scholarship, while also stewarding

existing standards of high quality scholarship? Presented here are the voices of international leaders in the field of community engagement who visited UNCG during the 2012-2013 academic year as part of the Community Engagement Series. We asked them to share their thoughts on the changing landscape of higher education, and how and why this matters to UNCG as we position ourselves in an economic, political, and social climate that is radically different from previous eras.

An important theme threaded throughout each of the speakers' visits was the ethical, scholarly, and strategic value of inclusive participation in all its forms and within all forums. Dr. Tim Eatman spoke largely from a social justice perspective – how do we ensure the full participation of underrepresented, but essential, communities, peoples, traditions, and paradigms? His message draws our attention to a critical challenge of community engagement - who participates and who does not? Institutional goals for student learning and development, and for community partnership and progress, may be limited if our programs give insufficient attention to ensuring wide access and participation.

Dr. Barbara Holland spoke to this topic from an organizational change lens – how do we intentionally

prepare for the culture shift that will emerge as the baby boomer “bubble” moves through the academy and places new generations of faculty (who hold very different ideas of what scholarship is, what it means, and how it is expressed) in positions of power? Further, she challenged: how will UNCG position itself to attract and retain the mosaic of faculty (and student) talent that will be the future of the academy and society more broadly?

During Dr. Holland's visit, ICEE staff members carefully noted and identified specific and key themes that seemingly function as barriers to the greater acceptance of diverse forms of scholarship, and community-engaged scholarship in particular. We use the term “hotspots” drawing not on geology, but rather on hiking terminology, to describe those issues or questions that seem to “rub” up against one's values or beliefs in such a way that, if left untended to, can result in blistering disagreements and conflict. An experienced hiker learns to stop and address the irritation (hotspot), before a painful blister occurs. Similarly, it is wise for faculty and administrators to identify and address directly the concerns, fears or anxieties that can arise from policies that challenge traditional notions by accepting increasingly diverse forms of scholarly approaches and artifacts.

While derived from UNCG conversations, these hotspots are not unique to our faculty; they are echoed in national and international dialogues about community-engaged academic work as well. This is not only UNCG's journey, but a national and international one we share with others. I remain encouraged by the continued and earnest dialogue about how faculty, staff, administrators, students, and community partners can best support excellence in community engagement and community-engaged scholarship. The Institute maintains its pledge to expand and enhance UNCG's capacity to realize its full potential as an inclusive, collaborative, and responsive public research university making a difference in the lives of the individuals and communities it serves. It is an honor to be both guide and a participant as we forge new pathways – together.

Emily M. Janke, Ph.D.
Director, Institute for Community
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UNCG's reputation as a community-engaged university is nationally recognized, not only by the Carnegie Foundation, but also by and in national, state, and local associations, publications, and conversations. In addition to our excellent engaged scholarly work, we are also viewed as a leader because of our active and intentional steps toward integrating community-engaged faculty work into promotion and tenure guidelines at university and department levels.

Community engagement has been recognized within all areas of scholarship (research/creative activities, teaching, service) at UNCG since 2010 when its faculty voted to pass an amendment to the university-wide promotion and tenure guidelines. Now, almost four

years later, I am pleased to report that every academic department at UNCG has revised their promotion and tenure guidelines to align with the university-wide policy.

As you are well aware, revising guidelines to recognize community-engaged scholarship poses a challenge as it necessarily raises fundamental questions about the promotion and tenure policy that must also be addressed. For example, some questions raised about community-engaged scholarship connect to, but extend beyond, the persistent challenge we face in evaluating work that is interdisciplinary or collaborative. If we do not address these questions about how to evaluate diverse forms of scholarly work directly and

separately from the actual review of candidates' dossiers, we may fail to appropriately recognize, reward, and account for the full scope of faculty work, productivity, and impact.

Even more important, we may fail to encourage and support – as well as recruit and retain – innovative faculty who contribute significantly to the public teaching and research mission and values of UNCG. Many of these newer modes of scholarly work are increasingly important to our research funding competitiveness both now and in the future.

I am so pleased with our journey, and am committed to further community and economic engagement that advances mutual benefit for our university and community members.



Linda P. Brady, Ph.D.

CHANCELLOR'S STATEMENT OF SUPPORT

EXPANDING THE CONTINUUM OF KNOWLEDGE-MAKING

ICEE invited Dr. Tim Eatman to discuss the concept of full participation and the nexus between the inclusion of diverse communities and people, community engagement, and student success.

Timothy K. Eatman, Ph.D. is co-director of *Imagining America: Artists and Scholars in Public Life* and a Syracuse University faculty member within the department of higher education in the School of Education. In his role as *Imagining America's* research director (2005-2012), Tim began working through the consortium to provide leadership on key research and action initiatives that have shaped regional, national and global conversations about publicly engaged scholarship. As co-principal investigator of the *Tenure Team Initiative on Public Scholarship*, he co-wrote its seminal report, *"Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University"* (2008) with *Imagining America's* founding director, Julie Ellison, and organized a series of regional meetings with *Campus Compact* that involved more than 60 higher education institutions.



Diversity is a fact in the 21st Century. The demographics of global, national, and local societies are changing and the ways in which higher education welcomes and embraces that diversity will be crucial to its success. Education is a gatekeeper of mobility that has implications for the health of our society, for our workforce, and for our democracy. The democratization of access to higher education has successfully brought underrepresented populations into higher education; but how can institutions ensure their success?

To effectively unite conversations on campus about diversity and community engagement, it is critical to think carefully about language. Full participation “enables people, whatever their identity, background, or institutional position, to thrive, to realize their capabilities, and to engage meaningfully in institutional and public life.” This language shifts the dominant rhetoric to an affirmative, reflective, and exploratory dialogue; from the question of “what needs to change?” to “who do we want to be as an institution, and how can we get there? What are the implications for democracy?” By using the lens of Full Participation, it evokes an inquiry about who is – and is not – included in the prevailing definitions and practices of the academy.¹

Why a Continuum?

To successfully attract and prepare all students from all backgrounds, higher education must expand its traditional notions of what constitutes knowledge and what counts as scholarship to consider the vast continuum of how knowledge is made, expressed, and internalized. This re-framing requires a new perspective and acceptance of a more porous set of relationships between teaching, research, and service. Parallel to these shifting perspectives, there must be a shift in institutional policy and culture around rewards structures. How can we adequately address the changing needs of students when institutional policies create disincentives for faculty to undertake alternative forms of teaching, research, and service across their faculty roles? Scholarly products should reflect the evolving and dynamic nature of knowledge creation.

The continuum of scholarship helps to foster an intellectually and culturally diverse faculty.

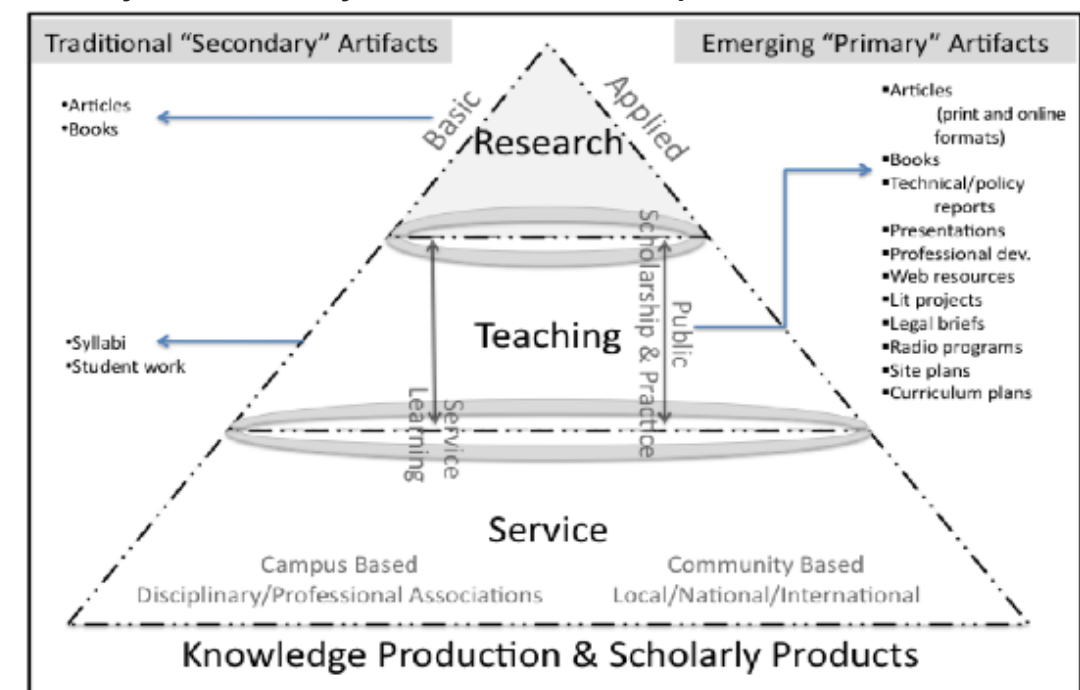
Allowing faculty members to define themselves more flexibly may be an effective recruitment strategy, especially in light of data pointing to the high value that faculty of color and women faculty assign to community engagement and “multi-contextual” environments.²

“There’s a lot of fear in the academy. The idea that somehow this work would eclipse what has been in motion for centuries blows my mind. But I know it’s true. And in fact, it’s the tradition that I was trained in.”
- UNCG Faculty Member

A “continuum” approach to scholarship expands who is a knowledge maker and what is a knowledge artifact:

- It is **inclusive** of many sorts and conditions of knowledge
- It resists embedded hierarchies by assigning **equal value** to inquiry of different kinds
- Inclusiveness implies **choice**: once a continuum is established, a faculty member may, without penalty, locate herself or himself at any point
- It holds things in **relationships of resemblance and unlikeness**. The resemblance comes from the principle that connects them: that work on the continuum, however various, will be **judged by common principles**, standards to which all academic scholarly and creative work is held.

Primary and Secondary Artifacts of Scholarship



The Next Generation of Engaged Scholars

If universities are to successfully recruit and retain publicly engaged graduate students and future faculty, they must expand the continuum of scholarship. The next generation of graduate students and faculty is changing drastically. In Eatman’s study of graduate students and early career publicly engaged scholars, “75% of the respondents indicated that it was important, very important, or extremely important for them to find employment at a college or university that values publicly engaged scholarship.”³ This is true for many faculty candidates during the hiring process; they are envisioning what their future selves as community-engaged scholars in the academy might look like, inquiring about the support for engaged scholarship and potential community partners.

Today’s graduate students and incoming junior faculty self-identify as stronger scholars when they are actively participating in the making of a better world – they want to do work that pays, but also that matters. Many now have had multiple experiences with community service-learning through their K-12 and undergraduate experiences, and expect no less when they enter graduate school and begin to envision the future trajectories of their careers.

“I chose UNCG and this program because it DID stress being involved and making a difference. It always made sense that whatever you’re studying/doing you should give back.”
- UNCG Graduate Student

THE CHANGING LANDSCAPE OF ACADEMIA

ICEE invited Dr. Barbara Holland to provided a critical overview of the trends facing higher education and explanation for why community-engaged scholarship matters more now than ever.

Barbara Holland, Ph.D. was most recently the Director of Academic Initiatives in Social Inclusion for the University of Sydney in Australia where she led the development of community partnerships and teaching/research strategies to enhance social inclusion in the context of Australia's oldest research university. Previously, she served three years as Pro Vice-Chancellor Engagement at University of Western Sydney where she created and implemented the University's first strategic plan for engaged learning and research activities. Holland has also held national leadership roles for community engagement in the United States including the directorship of the federally-funded National Service-Learning Clearinghouse, an appointment to the U.S. Department of Housing and Urban Development where she managed large grant programs for university-community partnerships, and senior academic and administrative roles at Portland State University and IUPUI.



Increased Scrutiny in the Face of Economic Hardship

As states reduce funding to public higher education or withdraw it completely, there is pressure to make learning more “efficient” for more students with less money, fewer faculty, and fewer courses. Other reductions in funding threaten America’s research capacity and global reputation, as evidenced by the National Academies of Science.⁴ Performance measures associated with funding, reputation, and prestige are shifting. An increasing number of political critiques threaten the uniquely American commitment to liberal learning, and position higher education as an economic driver indicated solely by the production of an educated workforce.

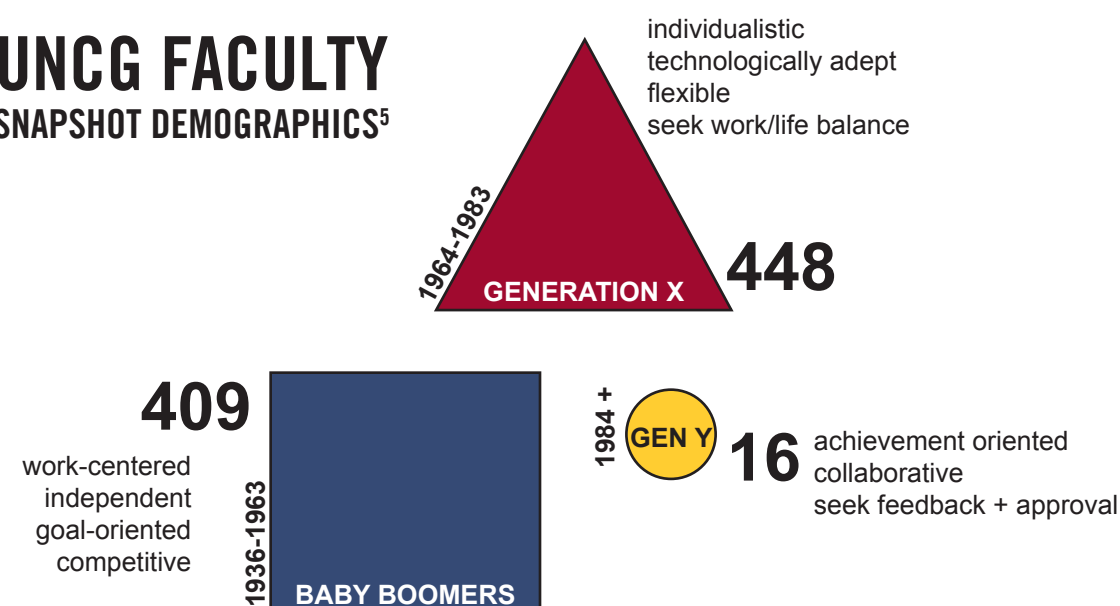
Exit of the Baby Boomers

Higher education is in the midst of an academic renewal in the form of the largest generational transition since the 1960s. Nearly 40% of faculty in higher education today entered their careers between 1964-1976 and as that cohort moves to retirement, Generation X and Y scholars increasingly will be in charge of faculty governance and academic culture. **UNCG’s demographics reflect this generational shift** – in 2012-13, Generation X and Y faculty already outnumbered the Boomers.

Changing Goals, Values, and Expectations

Generation X and Y scholars have very different expectations for scholarly life and work. We are entering a time where there will be tremendous diversification of working conditions and expectations at different universities. Community-engaged work will become a point of choice for academics that seek it out and want to be involved in it.

UNCG FACULTY SNAPSHOT DEMOGRAPHICS⁵



A Critical Moment

The timing is right. Now is the time for UNCG to create a new vision of scholarly culture in a reward system that recognizes the mosaic of talent that will accelerate the scholarly capacity and performance of the University. Going forward, current and incoming faculty will have the opportunity to work together to create a culture of work and evaluation that recognizes everyone’s different strengths, methods, and skills. Doing so will encourage more forms of productivity in teaching, learning, and service, by recognizing that all faculty contribute in different ways, and that an individual’s interests and talents (appropriately) change over time.

Shifting 21st Century Reward Structures

Embracing diverse approaches to scholarship in no way undermines scholarly rigor and quality. Successful universities will manage the mosaic of faculty skills to maximize the intellectual potential of the university internally and externally, and ensure that performance review and rewards are rigorously and equitably assessed. This requires cultural change. 20th Century universities largely held all faculty to one standard measure of performance (“publish or perish”). 21st Century universities are already beginning to use a new standard framework focused on assessment of the intellectual quality and impact of many types of outputs from a faculty body that works in diverse ways, often in collaboration with other scholars or sectors, and using multiple strategies for dissemination and replication of results.

As noted by Cathy Trower, co-founder of the Collaborative on Academic Careers in Higher Education (COACHE) at the Harvard University, newer generations of faculty are questioning traditional views of scholarship and of the academy in general that have historically shaped academic employment policy. Institutions that are able to shift policy and culture will be able to recruit and retain incoming junior faculty.

Traditional Versus New Views of Academic Employment Policy⁶

| Traditional View | New View |
|---|---|
| Secrecy assures quality | Transparency assures equity |
| Merit is an empirically determined, objective concept | Merit is a socially constructed, subjective concept |
| Competition improves performance | Collaboration improves outcomes |
| Research should be organized around disciplines | Research should be organized around problems |
| Research is the coin of the realm | Excellent teaching and service are crucial |
| A life of the mind is first and foremost | A life of both the mind and the heart are essential to health and happiness |
| Faculty thrive on autonomy | Faculty have a collective responsibility |

“In my experience at UNCG, these new views are what draw people to our department. We have assistant professors that are collaborative and supportive of each other, not competitive. That’s made our department a better place. There’s a culture of good work, hard work, important problems and issues, and they also have a life.”

- UNCG Faculty Member

Building on Boyer’s⁷ work, which predicted the current developments in scholarship as more integrated and diverse work, Glassick et. al.⁸ conducted research on journal review criteria and developed a common list of criteria for performance review that would inform assessment of any type of scholarly work. These guidelines or adaptations are being adopted by many universities.

Common Criteria for All Forms of Scholarship:⁹

- Clear goals
- Adequate preparation
- Appropriate methods
- Significant results
- Effective presentation
- Reflective critique

KEY THEMES FOR CONTINUING THE DIALOGUE

Over the course of five days, Drs. Holland and Janke spoke with over 113 representatives from 42 academic departments about a common and rigorous approach to assessing the quality and impact all forms of scholarly activities and products. **The goal of the effort was to listen to faculty members' perceptions about the barriers that prevent the full acceptance of community-engaged scholarship and its equitable treatment as a scholarly method, particularly in promotion and tenure mentoring, documentation, and committee decisions.** Participation of faculty members who served as department heads/chairs and reviewers of faculty candidates at the department and unit levels was requested via the Deans Council by Provost David Perrin.

This section of the Volume surfaces several of the persistent and common “hotspots” revealed throughout the course of the dialogues. These were captured through verbatim note taking at all of the dialogues. Faculty participants also completed a survey of their self-reported abilities across a variety of community engagement activities (see page 18).

Hotspots

We use the metaphor of “hotspots,” drawing on a hiking term that describes the “warmth” which an experienced hiker recognizes as the precursor to a more painful blister on one’s foot. When applied to our journey towards recognizing and rewarding community-engaged scholarship, hotspots describe those issues or questions that seem to “rub” up against personal values or beliefs in such a way that, if left unattended, can result in blistering disagreements and conflict. Fully formed blisters are not only painful - they can also thwart positive progression of an important journey.

Community-Engaged Scholarship Defined

The term community-engaged scholarship refers to research/creative activities, teaching, and service that are undertaken by faculty members in collaboration with community members (and often students) and which embody the characteristics of both community engagement (i.e., reciprocal partnerships, knowledge exchange, public purposes) and scholarship (i.e., demonstrates current knowledge of the field/discipline, invites peer collaboration and review, is open to critique, is presented in a form that others can build on, involves inquiry).¹⁰

Community Defined

The “community” in community engagement is not defined by sector, such as private or public, for-profit or nonprofit; rather, community is broadly defined to include individuals, groups, and organizations external to campus that use collaborative processes for the purpose of contributing to the public good.¹¹

Reciprocity Defined

Reciprocity is defined by recognizing, respecting, and valuing the knowledge, perspective, and resources that each partner contributes to a collaboration among partners ... in contrast with unidirectional extension of university resources or application of university expertise.¹²

Detailed definitions for community-engaged scholarship can be found in Volume 1 of this series and online at <http://communityengagement.uncg.edu/reports.aspx>

ATTENDANCE SNAPSHOT

113 total attendees representing:
7 academic units
42 departments
3 deans
5 associate deans
21 department chairs/heads
7 directors
11 assistant professors
22 associate professors
30 full professors
26 members of promotion and tenure committees at the department, unit, or university level

KEY THEMES FOR CONTINUING THE DIALOGUE:

HOTSPOT #1: HOW TO DEFINE AND VALUE COMMUNITY ENGAGEMENT AND OUTREACH/PUBLIC SERVICE

The question of “*is it service or is it community engagement?*” continues to persist among faculty according to the dialogues. Therefore, while community-engaged scholarship is codified in policy and many colleagues identify as community-engaged scholars, a common understanding of what it is and why it matters is not universal across faculty.

GUIDEPOST: COMMUNITY ENGAGEMENT & PUBLIC SERVICE ARE DIFFERENT ACTIVITIES

Defining

Community engagement and public service are distinct from one another, as defined by UNCG and national standards, such as the Carnegie Foundation:

Community Engagement: Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.¹³

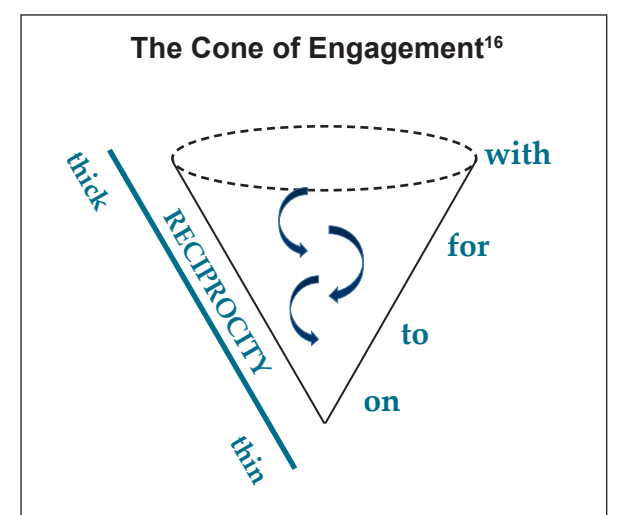
Public Service/Outreach: Activities and services planned and offered by the institution or its staff to the community for public consumption (one-way activity).

BOTH community engagement and public service are essential to the university mission.

Valuing

Community engagement and public service/outreach both provide important contributions to the wider non-academic community. In practice, the level and type of involvement may vary over time and according to phase, activity type, purpose, and members involved. For example, a faculty member may provide a public service activity (e.g., provide a public lecture) to a nonprofit organization, while also engaging reciprocally with the same organization through a co-created, partnership-driven service-learning course or community-based research project. Public service is traditionally seen as an activity that shares scholarly knowledge with the public for general benefit and is not scholarly in and of itself. Community engagement, through the mutually beneficial exchange of knowledge in a context of partnership and reciprocity, is a method of teaching, learning, and research, and thus is a form of scholarly work worthy of evaluation in a review process.¹⁴ To evaluate whether an activity or a product is community-engaged or is public service/outreach, one must know/tell about the process used to deliver the activity or create the product and the roles and expectations of various participants.

The cone of engagement was developed to demonstrate the variety of ways that community and university members may interact with one another.¹⁵ The cone moves from a one-way approach in which university members interact with community members for the purpose of collecting research on, to providing a service to or for the community, to an approach in which university and community partners work with one another in a context of mutual benefit, exchange of knowledge, and reciprocity. At the widest part of the cone, community members may choose to initiate and drive the community/university collaboration. Furco’s cone expresses the continuity of interactions and relationships without creating separate categories that assign labels such as “engaged” or “un-engaged.” Rather, it provides an opportunity to value the ebbs and flows of projects and relationships and the potential for movement up and down the cone.



KEY THEMES FOR CONTINUING THE DIALOGUE:

HOTSPOT #2: HONORING THE SPECTRUM OF SCHOLARSHIP

General consensus existed across faculty members attending the dialogues that community-engagement should lead to both traditional and non-traditional scholarly outputs. Despite this commonly held agreement, several faculty members attending the dialogues expressed concern that non-traditional publications and artifacts are less likely to be reviewed positively by department- and/or unit-level peers. For example, how does one assess the “impact” of 5,000 “hits” on a website, a white paper that influenced a state policy or law, or a curriculum or business plan? How do these “count” relative to an academic, peer-reviewed manuscript or book chapter?

GUIDEPOST: EXPAND WHAT WE MEAN BY “IMPACT”

Because there are two communities towards which the engaged scholar is expected contribute, the challenge of traditional ways of “counting” or giving preference to traditional modes and products over nontraditional modes and products is that it requires community-engaged scholars to do more work than the “traditional” scholar. That is, s/he has to produce the same number of traditional articles, books, book chapters, and disciplinary contributions as her or his “traditional” colleague in addition to the nontraditional products/artifacts (white papers, program evaluations, videos, websites, etc.), expected to fulfill obligations to non-academic community partners. Furco’s diagram shows that community-engaged scholars ultimately have two trajectories of impact: academic and community audiences.

Measuring the Impact of Engaged Scholarship¹⁷

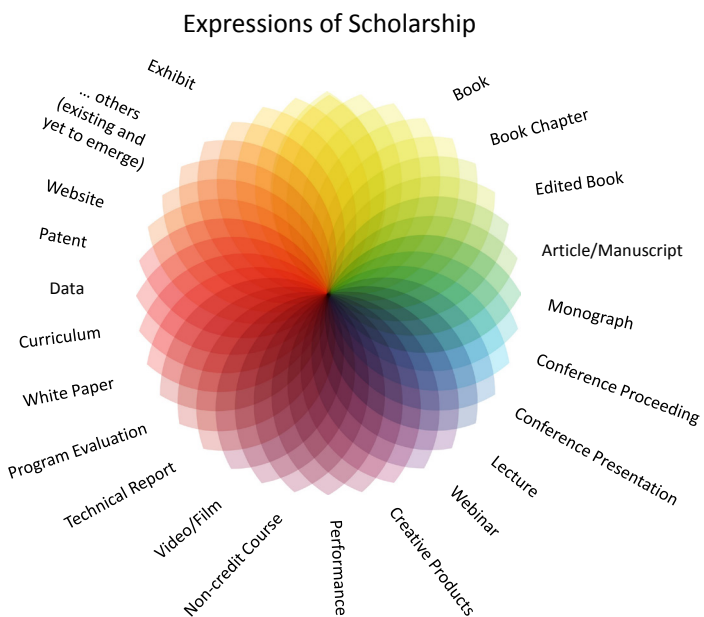
| | | |
|-----------------------|-------------------------------|------------------------------|
| ↑ Scholarly Impact | High Scholarly Impact | High Scholarly Impact |
| | Low/Indirect Community Impact | High/Direct Community Impact |
| | Low Scholarly Impact | Low Scholarly Impact |
| | Low/Indirect Community Impact | High/Direct Community Impact |
| | | → Community Impact |

The Spectrum of Scholarly Products

Scholarship - the expressions and artifacts of faculty members’ scholarly generative activities - continues to evolve as technologies transform knowledge creation and dissemination, and ways of knowing become more inclusive and complex.

Traditional Products typically include books, book chapters, articles/manuscripts in (inter)disciplinary journals, monographs, conference proceedings, presentation of papers at disciplinary conferences, etc.

Nontraditional Products typically include websites, technical reports, program evaluations, white papers, blogs, programs, curriculum, videos, on-line tools, patents, etc.



KEY THEMES FOR CONTINUING THE DIALOGUE:

HOTSPOT #3: STEWARDING THE RIGOR OF SCHOLARSHIP

Faculty shared their desire to support engaged scholars through clear and equitable evaluation processes. However, many department chairs and mentors shared their concerns about how to advise on the documentation and evaluation of the quality, impact, and eminence of nontraditional forms of scholarship.

GUIDEPOST: USE COMMON STANDARDS

The standards for high quality scholarship (see page 7) also apply to community-engaged scholarship. Numerous scholars drew from the criteria presented in “Scholarship Assessed: A Special Report on Faculty Evaluation,”¹⁸ which have been adapted by respected networks and associations, such as the National Review Board for the Scholarship of Engagement and Community-Campus Partnerships for Health (CCPH). These groups have established consensus on the common standards as applied to community-engaged scholarship, and provide concrete review criteria that can be used to clearly evaluate collaborative processes and non-traditional products.

Process versus Product¹⁹

To assess the quality of community-engaged scholarship, one must evaluate both the project process through which the product was developed and the product itself to determine whether it is of high quality. Therefore, faculty candidates should present (and evaluators must review, in addition to the product or artifact) a reflective critique of the community-engaged processes that led to the development of the products listed/presented in the dossier to fully assess the quality of community-engaged scholarship. Additionally, peer review should be assigned to community and academic reviewers who have relevant areas of expertise associated with the activity and its outputs.

Project Process Evaluation: To evaluate the project process as to whether it meets the standard criteria for high quality, community-engaged scholarship requires the faculty member whose work/dossier is under review to provide a thick description of the goals, preparation, and methodological rigor, as well as the significance and presentation/dissemination of their engaged scholarship.

Project Product Evaluation: To evaluate products as to whether they meet standard criteria for high quality, community-engaged scholarship, a reviewer may examine the product as well as review the candidate’s narrative. In some cases, evidence of the methodological rigor of the product will be embedded within a faculty member’s narrative. For example, in the case of videos, curricula, or policy briefs, choices about the aims, design, approaches used are not likely to be described within the product itself, and therefore, evidence of rigor must be explained/provided in the faculty members’ narrative that describes this work.

The following tools were developed by CCPH and address the critical issue of recognizing scholarly processes as separate from products.

Campus Community Partnerships for Health created CES4Health.Info, a free online mechanism for peer-reviewing, publishing, and disseminating products of health-related community-engaged scholarship that are in forms other than journal articles and that address both process and product.²⁰ CES4Health.info assigns peer reviews to one community and two academic reviewers who have relevant areas of expertise. All reviewers must complete a one-hour training with the journal’s editor to ensure best practices with regards to reviews. Reviewers assess both submitted products and an accompanying application. By providing information in the application about the work or project that led to the development of the submitted product, as well as about the product itself, reviewers receive additional information on which to base decisions.

CES4Health.info Peer Reviewer Form²¹

For a comprehensive review, please consider both the product as well as the project process. Evidence for each can be found in the applicant’s narrative and/or product, as directed in each item below.

For the following questions requiring numerical ratings, use the following scale of 1-5:
(1 = definitely not 2 = probably not 3 = maybe 4 = probably yes 5 = definitely yes)

1. **Clear Goals** - the degree to which the authors states the purpose of the product, its intended audience/users and clear goals and objectives. **(re:process) (review narrative)**

| | Rating |
|--|--------|
| 1a. Does the author clearly state the basic purpose of the product and its public value? | |
| 1b. Does the author clearly identify the intended audience/user of the product? | |

2. **Adequate Preparation** - the degree to which the authors appropriately reference or build upon prior work in the area. **(re:process) (review narrative)**

| | Rating |
|---|--------|
| 2a. Does the author reference and/or build upon related work in the area? (This question is asking about the scholarly approach. Answers that cite literature or otherwise communicate an attempt to ground the work in an understanding of the conceptual, theoretical or empirical work that came before the author’s work should receive a higher rating than answers that communicate a rationale [next logical step in the author’s work] but not a grounding in work of others that came before. The “rationale” approach is minimally acceptable, but not as strong as the more scholarly approach). | |

3. **Methodological Rigor** - the degree to which the author justifies the appropriateness of methods chosen with respect to the goals, questions and context of the work

The first part of this question applies to the *project process* resulting in the product. **(review narrative)**

3a. Please indicate the category that best describes the project/work resulting in the product (circle all that apply): **Research, Education, Other (if other, specify)**

| | Rating |
|--|--------|
| 3b. Does the author provide evidence for the appropriateness of the following aspects of research? (any type of research is acceptable, not only quantitative or empirical): | |
| • Study aims | |
| • Study design | |
| • Study population | |
| • Measurement approaches | |
| • Analysis and interpretation | |
| 3b. Does the author provide evidence for the appropriateness of the following aspects of educational endeavors: | |
| • Needs assessment | |
| • Learning objectives | |
| • Educational strategies | |
| • Evaluation of learning | |
| • Evaluation of community impact | |
| 3b. Does the author provide evidence for the appropriateness of choices made in the development of the project? | |

| | Rating |
|--|--------|
| 3c. Does the author effectively incorporate both community and academic/institutional expertise in the development and implementation of the project that resulted in this product? In a later question you will be asked about the qualities of the community-academic/institutional collaboration. The current question is about the extent that the project was “with” the community as opposed to “for” or simply “in” the community.) | |

The second part of this question applies to the product. **(review narrative and product)**

| | Rating |
|--|--------|
| 3d. Does the product appear to be developed with thoroughness, attention to detail and professionalism? | |
| 3e. Does the author effectively incorporate both community and academic/institutional expertise in the development of the product? (Sometimes projects are collaborative efforts, but product development is not. Please make the distinction. Again, in a later question you will be asked about the qualities of the community-academic/institutional collaboration. The current question is about the extent that the product was developed “with” the community as opposed to “for” or simply “in” the community.) | |

4. **Significance** - the degree to which the product adds to existing knowledge and benefits communities. **(re: product) (review narrative and product)**

| | Rating |
|--|--------|
| 4a. Does the author present evidence that the product adds consequentially to existing knowledge? | |
| 4b. Does the author provide evidence of the value or impact of the product for or in the community? | |
| 4c. If significance or impact is not yet established, does this product have potential to add consequentially to existing knowledge or make positive community impact? | |

5. **Effective Presentation** - the clarity of the presentation style, the accuracy of the product content, and the appropriateness of language and visual aides for diverse audiences. **(re: product) (review narrative and product)**

| | Rating |
|---|--------|
| 5a. Does the author use a suitable style, clear communication and effective organization to present the work? | |
| 5b. Are the language, format, or graphics contained in the product likely to be understood by others (avoidance of jargon, unexplained acronyms, etc.)? | |
| 5c. Is the product’s presentation format appropriate for its stated aims and intended audience? (For example, if the author intends a 20 page, text heavy document to be used by new immigrant community members, which would be an inappropriate presentation format.) | |

6. **Reflective Critique** - the degree to which authors provide critical reflection about the work, informed by both academic/institutional and community feedback. **(re: product and process) (review narrative)**

| | Rating |
|--|--------|
| 6a. Does the author offer critically reflective comments (both strengths and limitations) regarding the product and/or the project that led to it? | |
| 6b. Does the author present evidence that both academic/institutional and community feedback informed the reflective critique? | |

Note: Items related to ethical behavior are also included in the full peer reviewer form online. Adapted from CES4Health.info

This and other tools can be accessed via ICEE’s online promotion and tenure resource library at <http://communityengagement.uncg.edu/scholarly-resources/p-t.aspx>

KEY THEMES FOR CONTINUING THE DIALOGUE:

HOTSPOT #4: THE THREE BUCKET PROBLEM

The three bucket problem, or the ability to separately report and evaluate teaching, research/creative activities, and service in promotion and tenure processes were raised in various ways. First, several community-engaged scholars shared their frustrations at having to separate their activities within the dossier system for review, arguing that disaggregating their faculty work did not fairly or accurately represent their scholarly contributions to neither the discipline nor the institution.

Second, faculty discussed various interpretations about the importance (or “weight”) of teaching, research/creative activity, and service relative to each other when reviewing a candidate’s tenure package. In some views, publications held the greatest value (“publish or perish”), while others asserted that it was not possible to earn tenure without having secured a minimum level of external funding for research/creative activities. Several senior faculty members reflected on their experiences over the past two or three decades of significant transitions from UNCG being teaching centric, primarily, to also being research extensive.

Third, some faculty wondered whether the institution, and departments individually, could financially afford to enact role differentiation. Role differentiation allows faculty members to have different emphases on teaching, research, or service based on their unique and evolving capabilities and interests. In the dialogues, faculty pointed to the recent increase in courses taught and course enrollments, as well as advising and committee responsibilities, and wondered how such differentiated workloads could be enacted when everyone seemed to need to “pitch in” to carry increased “loads.” So, while faculty appeared to agree that differential workloads are desirable, they could not see how it could be effectively enacted under current structures and budget conditions.

GUIDEPOST: EXPLORE THE SYNERGIES CREATED BY INTEGRATING FACULTY WORK

The experiences of faculty at UNCG, coupled with a growing body of scholarship on faculty workloads and the documentation and evaluation of faculty work, point to the challenges of separating this work into different categories. They also suggest that a new model for faculty reporting and evaluation may be required to accurately and appropriately capture the full scope of faculty contributions. For example, faculty workload studies show that faculty frequently accomplish multiple work roles simultaneously as faculty engage jointly teaching and research, teaching and service, or research and service.^{22,23} Ultimately, the idea of a more integrated view of scholarly work – and its evaluation as such – could be a more effective and equitable way forward than trying to divide tasks narrowly between individuals.

GUIDEPOST: VALUE ROLE DIFFERENTIATION

Role differentiation allows UNCG to capitalize on the unique talents each scholar brings forth at different points and phases in her or his career. KerryAnn O’Meara, an eminent scholar of faculty learning and prior speaker at UNCG, reminds us that “each person who stands before a tenure or promotion committee, or in the case of a non-tenure track faculty member for renewal of a contract, brings with them certain currencies or assets to offer in their particular institutional political economy.”²⁴ A “three bucket” approach to documenting and evaluating faculty work may also differentially preference some disciplines, groups, or forms of scholarship over others, as O’Meara and Rice’s scholarship suggests.^{25,26} To embrace and recognize a “mosaic” of faculty characteristics, talents, and contributions is to allow UNCG to capitalize on individual strengths, and thus, maximize our collective performance and impact.

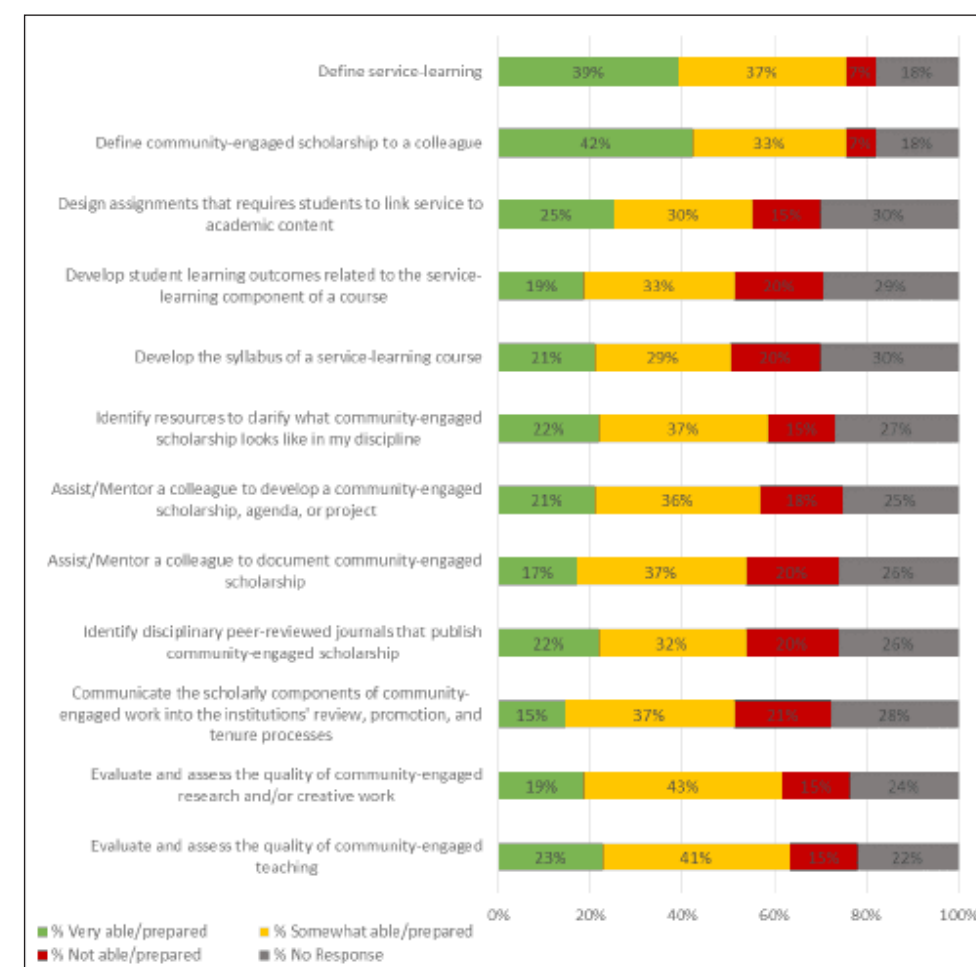
TRACKING PERCEPTIONS OF ENGAGEMENT

ICEE collects data on faculty, staff, students, and community partners attending the UNCG Community Engagement Series to better understand their self-reported abilities across a variety of community engagement activities.²⁷

The brief survey asks questions about the respondents’ ability to:

- **define** various community engagement-related terms, such as service-learning and community-engaged scholarship;
- **evaluate** community-engaged teaching, research and/or creative work, service, and student learning—and how to communicate these scholarly components of community-engaged work for promotion and tenure;
- **teach** community-engaged pedagogies, including developing student learning outcomes, developing a syllabus, and facilitating reflection;
- **identify resources** at or outside of UNCG to clarify how community engagement manifests in their discipline, or to help them be a successful community-engaged scholar; and
- **identify and initiate partnerships** for community-engaged teaching and/or scholarship.

Those who attended ICEE-sponsored events in 2012-13 felt most able/prepared to define service-learning and community-engaged scholarship, but felt relatively less able/prepared to design, document, evaluate, or mentor various aspects of community-engaged scholarship. Continued and continual professional development is needed to increase our community members’ preparations and abilities across a wide spectrum of community-engaged scholarship activities. This is crucial to attract and retain the next generation of faculty and students who increasingly look to practice or engage in community-engaged scholarship, and to ensure such work is supported and rewarded, particularly as it relates to performance reviews and promotion and tenure.



Respondents by Category:

102 faculty/staff members
15 students
6 community members

DISTINGUISHED LEADER'S STATEMENT OF SUPPORT



Judith A. Ramaley Ph.D.

Twenty years ago, The Kellogg Commission on the Future of State and Land-Grant Universities began its exploration of how “with the resources and superbly qualified faculty and staff on our campuses, we can organize our institutions to serve both local and national needs in a more coherent and effective manner.” In its Sixth Report, the Commission began using a new vocabulary to capture the way that the challenges of a New Era would affect how we interpret the core concepts of faculty work—research, teaching and service.

Our goal was to envision how the nation’s state and land-grant universities could adapt to new needs, remain committed to their public mission and yet be “transformed in many ways, both major and minor.” Many universities have followed this path, including UNCG. In the intervening years, a number of changes have taken place in how we talk about engagement and the role that engagement plays on our campuses and in our relationships with the broader communities that we call home.

The path that opened up as a result of the reports from the Kellogg Commission is an interesting one. At the beginning, the term engagement was often seen as simply another name for community service. This service was performed by individual faculty members and their students, sometimes in cooperation with community groups and organizations. As campuses gained more experience and found ways to interpret

engagement in institutionally specific and contextually appropriate ways, institutions like UNCG began to explore the meaning of excellence in community engagement and community-engaged scholarship. A close study of Volumes 1 and 2 on Community Engagement at UNCG offers a glimpse into how one institution is seeking to employ engagement as a means to guide its way into the 21st century.

In Volume One, the campus community explored many facets of engagement as an intellectual enterprise with the goal of promoting excellence in community-campus engagement. Starting with a careful consideration of the many forms of engagement, Volume One went on to look at how engagement can contribute to the core functions of UNCG—knowledge creation, civic engagement, student learning and economic and community development—and how to measure the value of these efforts and their impact on both UNCG and on its partners. The campus-wide set of conversations culminated in a set of recommendations to guide the further development of community engagement at UNCG.

In Volume Two, the focus shifted to a consideration of how the work of community engagement, both on campus and between campus and external community, can affect the culture and purposes of UNCG itself and the “hotspots” that are created as a community of scholars seeks to make sense of the new expectations that we have of ourselves and that others impose upon us. During this time of reflection and examination, the role of engagement has shifted away from being seen as a particular form of “service” or outreach. A new sense is emerging that engagement is an effective approach to the enactment of a primary mission of research and teaching that complements and extends the many ways that faculty, staff and students explore

the world and bring clarity and purpose to their work of discovery and learning. This transition has added new dimensions to the “spectrum of scholarship” that guides this work.

In simple terms, engagement is no longer positioned as another form of service. It is becoming recognized as a fundamental interpretation of the core functions of any university - scholarship and teaching and learning, now called engaged scholarship and engaged teaching and learning. Many institutions are already shifting from thinking of engagement as simply a form of scholarship and teaching/learning. In this next phase, engagement in all its forms becomes a strategic direction for the institution as a whole, a response to changing conditions - local, national and now global - that will reshape our world. Engagement becomes a way to work across the campus and through campus-community partnerships to address complex and often “wicked problems” that defy simple solutions.

To address difficult and multidimensional problems, we must find ways to bring scholarship and learning together in an environment that offers a living laboratory for exploration, discovery and principled action. The Boyer model of integrated scholarship is coming true (Boyer 1990.) As we undergo a massive generational change in the staffing of our institutions, we can accelerate the process of discovery, integration, interpretation and application by rethinking how we approach the preparation, hiring and support of faculty, how we draw upon the experiences and expertise of all the members of our community partners and our campus communities - faculty, staff, students, alumni - in order to promote collaborative work on today’s challenges, as they are expressed in our own campus environments and as they unfold in the communities around us and across the globe.

Volume Two opens the way to a more expansive and purposeful engagement with problems of consequence in collaborations that bring different people together to work together in new ways. UNCG has opened up a discussion of the problems that arise in the course of this kind of work—how to create different measures of impact, how to blend the expectations of the Academy with the need to show that the knowledge produced can be used to generate meaningful consequences beyond the campus and how to manage approaches to community-engaged work that incorporate aspects of all three of the traditional aspects of a scholar’s contributions to a campus community that are not easily separated into different parts of a faculty member’s resume (the “three bucket problem.”) These conversations will pay off royally in years to come. As UNCG grapples with the meaning of a new interpretation of faculty work and as students participate in more blended experiences that bring together discovery, learning and application, the campus community will come ever closer to its goal of becoming a public research university for the 21st century that is “an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves.”

Judith A. Ramaley
President Emerita and Distinguished Professor of
Public Service, Portland State University

When citing this paper, please use the following format:

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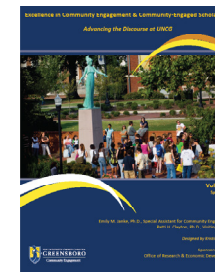
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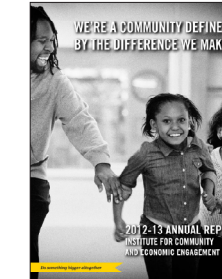
ICEE PUBLICATIONS

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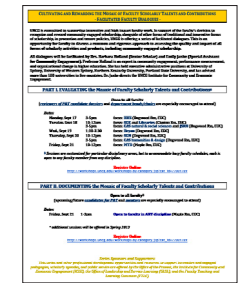
UNCG's Institute for Community and Economic Engagement has created a number of scholarly publications, which are publicly accessible from <http://communityengagement.uncg.edu/reports.aspx>.



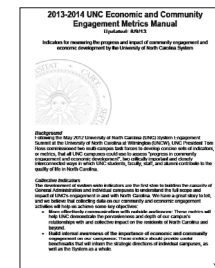
Excellence in Community Engagement & Community-Engaged Scholarship: Advancing the Discourse at UNCG (Vol. 1)



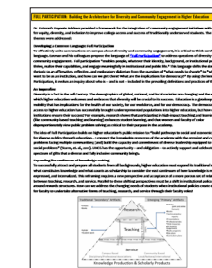
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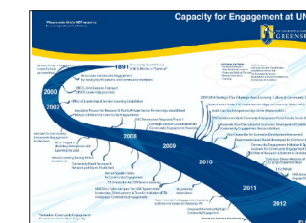
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Data Matters



Expanding our Impact, Strengthening our Community



Institutionalizing Community Engagement at UNCG



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